

**“Winding Down and Moving Up”
Sustaining VTSS Implementation**

Session 8

**July 16-17, 2013
Hotel Roanoke and Conference Center
Roanoke, Virginia
Sponsored by the
Virginia Department of Education
Office of Student Services**

“Winding Down and Moving Up”: Sustaining VTSS Implementation

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“Winding Down and Moving Up” Workshop
(continued)

1:00 pm to 3:00 pm

Dr. Richard Bowmaster, VTSS Coach/Consultant

Steve Hale, VTSS Coach/Consultant

Sandy Hart, VTSS Coach/Consultant

Regina Pierce, VTSS Coach/Consultant

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Dr. Cave: Okay so we're gonna, the last thing on your benchmarks is evaluation, and we've got Prince William County here Becky Ellison, Shirley Channing and I think that a lot of you know that Becky was sort of like one of those original people who put her neck on the line 15 years ago when nobody knew what any of this meant and was talking about. And she said, we're gonna go do this and then she made me go do some of it with her. And then when she went to Prince William there was somebody up in, she found her match in Prince William with some, with Shirley Channing who was also doing a fair number of things and she was doing it under the guise of inclusive practices. So I'm gonna let them talk a lot about, they've done a huge evaluation process in Prince William County and give you some of the background of how to do evaluation.

Ms. Channing: So we want to tell you the most recent thing we've done. We're just developed and disseminated the Prince William County MTSS evaluation and we want to just very quickly, and I promise quickly, we want to quickly take you through that process.

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Ms. Channing: Sort of how we did that, because it was a process that we really had to think through. And we used some different tools in doing that. first we went back and we looked at, which we look at often, we looked at the state blueprint. And we looked at our own Prince William County blueprint, which we developed. And we thought about the questions we wanted to answer, and it was pretty simple. We wanted to know if we were doing what we said we were going to do and if we were getting the results that we wanted to get. So we wanted to look at the process, were we implementing the process and in doing that were we getting the outcomes that made it worth implementing? And I know we've shown you at a different meeting our MTSS manual. We went back to our MTSS manual and developing that we wanted to make sure that we had a common vocabulary when we were integrating CEIS, coordinated early intervening services, and

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Becky is gonna talk a little more about that, and PBIS and then MTSS or Rtl in Prince William County so that manual was really important in developing our evaluation.

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Ms. Channing: We also sort of went back to one of the first things we did several years ago. Because we're a very large site based school division with just under a hundred schools originally we had almost everybody saying they were doing Rtl. So we started with our core group of that cohort, those first Rtl schools, we started talking about what does that mean? If everyone says they're doing Rtl what does that really mean? And so those first school principals and the school leadership, the central office leadership team developed some elements of what schools need to really be called Rtl schools.

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Ms. Channing: And there are several things listed, and I want you to think about those that you had a chance to glimpse at. Think about where you've seen those before. Any comments on that? Things like a fidelity checklist, things like developing a school blueprint, having a progress monitoring system, a universal screener, those are all things from the blueprint, from the state blueprint. So--

Ms. Ellison: Before I start talking about how we allocated resources, on your table I placed a copy of our evaluation. And so you'll have a chance to look at that in just a minute, but this evaluation is not our favorite part of MTSS because of course the schools get to rate us on how well we are doing our jobs. That's never easy to see that information.

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Ms. Ellison: But it's required, and--

Ms. Channing: We're feeling good right because we haven't seen the results any yet, any day now.

Ms. Ellison: You know, but part of the blueprint in implementing MTSS we had to decide or come up with a fair way of allocating resources. And our problem is probably a little bit different than some of the problems that you have in implementing MTSS. But with 100 schools we had to decide who was gonna get a well trained CEIS specialist, coordinated early intervening specialist, and five years ago no one wanted one of these specialists right because they thought I'm not having trouble. Or my students are doing well why are you giving me this extra person? And now we have schools fighting over the CEIS specialists. The C, the CEIS specialists are trained in research based interventions, progress monitoring, problem solving, all those basic components of Rtl.

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Ms. Channing: Coaching, they're trained in coaching and communication and collaboration.

Ms. Ellison: So it's been a lot of work over the last five years. We have offered every year about 300 different professional development sessions on each one of those different topics. And Shirley and I in addition to our regular jobs I'm the EDLD supervisor, and Shirley does professional development and inclusive practices. So all of this RtI stuff, MTSS is on top of what our normal jobs are, just like you all do. So to help allocate resources we came up with a 14 point rubric that we apply to all of our 93 schools to see from year to year who might need the support of a CEIS specialist and that's what you have right here in front of you. And so this rubric alone takes hours and hours to do, but we look at such things as mobility, poverty levels, ESOL numbers, attendance.

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Ms. Ellison: And we use the state and national standards to determine this and the, one of the real clinchers are the referral rates for special education. You know, across the nation it's about 12.2 percent identified for special education. Virginia's numbers are increasing, and so we use those current figures to determine which school might need the most support. So from that we've come up with 27 different schools who may benefit, may benefit from the CEIS specialist. So this is just another example of how we use the blueprint to implement and then it's also a part of our evaluation. So the CEIS program even though no one wanted it five years ago we've seen great results as you can see from the slide. Many of our students in the cohorts showed dramatic improvement in their reading and math. The first four years we focused just on reading and math, reading primarily and now we're adding behavior.

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Ms. Ellison: And we're going to talk about that in just a second. Braiding behavior and academics how, how often have we heard that term that we should be braiding behavior and academics in the MTSS process? It's not quite as easy as what it sounds right? We've had a struggle with finding good progress monitoring tools and universal tools. We've spent just a weeklong academy where we had 150 participants from 17 different schools where we talked about tier one, tier two, tier three instruction for just behavior. And we talked about different progress monitoring tools like Aimesweb and Review 360, and we actually showcased some of those and taught schools how to use it. But we are continuing to work on that, and we have 35 schools participating in PBIS. We do talk about universal screening and progress monitoring the very same way that we do about academics.

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Ms. Ellison: We provide extensive training in those research based interventions for both tier two, tier three and believe it or not crisis de-escalation for those students in

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special education. And we provide coaching support to all the school who participated in our academy which was 17, 18 schools. And then we have worked collaboratively with our TTAC and they have been so helpful in making sure that we are implementing those research based interventions. And on your table you have a copy of the program evaluation that our office of accountability so graciously send out to all the schools. And as Shirley spoke about we are waiting to get those results back, so we may not be this happy next week. But we did want to get feedback from all of our principals and, and school staffs on how we're implementing MTSS.

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Ms. Ellison: Both for academics and behavior, and once we get those results back then we will focus on our professional development and support for the schools for next year. So it's a lot of hard work as you all well know, and we're looking forward possibly to getting those, the results of the evaluation back. So--

Ms. Channing: Of course we are, we know they'll be good.

Ms. Ellison: We'll give you a chance to look at the evaluation for just a few minutes, if you have any questions we'll be glad to answer those.

Ms. Pierce: Take a few minutes and look over the evaluation because it's really quite good, and so see if that's useful to you. And then if you have some questions just raise your hand and ask them right away. Right away.

Ms. Channing: And you know if you don't ask any questions you get to leave earlier, no, no we'd love to answer questions. We're getting corrected up here so please ask a question.

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Ms. Channing: Why do you think we had accountability send it out instead of Becky and I sending it out to principals?

Ms. Ellison: I really did want to send it out, but they wouldn't let me but go ahead.

Ms. Channing: Why do you think that would be important for it to come from the Office of Accountability? And the Office of Accountability was very involved in every step of the development of it also. What? Well right we're very close to many of these, all of these schools and principals. And we thought we would get more honest feedback if it came from the Office of Accountability. And if the results went back to the Office of Accountability, they won't come to us. The results will be sent back to the Office of Accountability.

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Ms. Ellison: And so often we think that we're doing just the right thing and providing all the support that, or the right type of support but of course our stakeholders may feel differently about that.

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Ms. Ellison: So we do need that unbiased feedback.

Ms. Channing: But remember we know where they live.

Mr. Hale: I'm sure your Office of Accountability is, are experts in development of evaluation tools and wording right?

Ms. Channing: Did, did any of ya'll hear Paul Parker or Ken Henson speak in where were we Virginia Beach?

Respondent: Last year or the year before?

Ms. Channing: Last, was it last year? I think it was last year they both spoke in Virginia Beach. Very sweet sort of stuffed shirts you know, all about data.

Respondent: So I applaud your interest in getting an objective evaluation. I think, however what do you speculate the results will be like?

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Respondent: Do you have any sense?

Ms. Ellison: Well we were pleasantly surprised when we did the CEIS evaluation. You know, you're always on pins, pins and needles with stuff like that because it's publicized. You know, we use it for our PPP, our evaluation process, and all that. So those results were quite positive. So we're hoping that these results will also be.

Ms. Channing: And I think too that principals are literally fighting to get a CEIS specialist and have their associate superintendents advocating for them. And we only have 19 CEIS specialists. So we've talked about having them go to more than one school, we did some of that this year. Increasing that, but it's, people are very interested in it now and very excited about the results they're getting by implementing MTSS.

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Ms. Channing: So I'm hoping positive, if not I'm not every coming to one of these meetings again. No, I'll be here.

Ms. Ellison: Okay so if you don't have any questions thank you for your attention, and it was great speaking with you.

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Ms. Pierce: All righty so now what we're gonna do is you're gonna do a little bit of a wrap up now. Work on your exit ticket a few more things about evaluation, you have an extra little tool here to help you as you plan for the blueprint with evaluation. So just wrap up you know, evaluation, family and community engagement, that's a short one. And sort of pull in there your problem solving, we were doing that one all through the day. And then after we've done that for a little bit we're gonna wrap up, Rick is just gonna have one or two comments again about family involvement.

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Dr. Bowmaster: Wind down and look up here. All right good job I can tell you're ready to go home. All righty just a few last comments about parent involvement, and parent engagement, and working with families. If you look up there you have involvement versus engagement, and if you look in the involvement column at the very bottom you see that little baseball doing a whole lot of talking. And that is what parent involvement is about. It is about us talking to parents. If you look on the right hand side under engagement what do you see the little guy doing? Listening, and it's really about listening to what the needs of your parents are in relation to how you can help their children. So with that this also applies to what you as central office personnel, school level personnel, teachers, what we do on a daily basis with the whole RtI process.

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Dr. Bowmaster: Is to be able to listen to what our students' needs are because by listening to the needs of the students and looking at the data from the students you're going to see what your needs are for curriculum, what your needs are to vary your instructional strategies, as well as what your needs are when you go to work on professional development. And we didn't, we haven't talk a whole lot today about professional development but that is a topic on each worksheet. You'll look there on each of the components and you'll see professional development and seriously think about the resources that you need. It was great to see Prince William, I think Powhatan, every district that spoke today mentioned professional development to some capacity. And sometimes that's the first thing that we tend to put on the back burner because budgets get tight or we're short on time.

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Dr. Bowmaster: And we say well you know, let's, let's take our PD time and extend the day to make up for snow or to make up for hurricane, you know, inclement weather days. And that's the one practice you don't want to give up, because it's what separates us from other professionals is that high quality professional development linked to higher student achievement. And I think with that are there any other comments before we get on the road? All righty, with that drive home.

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